

Wyoming State Board of Education Agenda

The Wyoming State Board of Education will empower an educational system that will enable Wyoming students to have the knowledge, skills, and habits of mind to succeed.

November 3, 2013		
Committee Meetings Organized by Committee Chairs		
7:00 pm	Dinner hosted by Paige Fenton Hughes	
November 4, 2013 Best Western Inn at Lander 260 Grandview Drive Lander, WY 82520		
	Breakfast on Your Own	
8:00 am to 10:00 am	WDE Director's Remarks and Discussion	
10:00 am to 10:15 am	Break	
10:15 am to 12:15 pm	Strategic Direction & Legislative Priorities	Tab A
12:15 pm to 1:00 pm	Lunch	
1:00 pm to 2:00 pm	Standards & Assessment	
2:00 pm to 2:15 pm	Break	
2:15 pm to 3:00 pm	Defining a Wyoming Graduate & District Assessment Systems	Tab B
5:00 pm	Board Dinner	
November 5, 2013 Best Western Inn at Lander 260 Grandview Drive Lander, WY 82520		
	Breakfast on Your Own	
8:00 am to 8:30 am	State Board of Vocational Education	Tab C-D
8:30 am to 8:45 am	State Board of Education <ul style="list-style-type: none">• Call to order• Pledged of Allegiance	

	<ul style="list-style-type: none"> • Approval of Agenda 	Tab E
	<ul style="list-style-type: none"> • Approval of Minutes October 	Tab F
8:45 am to 10:00 am	Discussion Items: SBE Coordinator Update-Paige Fenton Hughes	Tab G
	System of Support- WDE	Tab H
10:00 am to 10:15 am	Break	
10:15 am to 11:30 am	Action Items: Officer Nominating Committee- Ron Micheli	Tab I
	Wyoming State Standards- Laurie Hernandez	Tab J
	Chapter 10 Rules- Laurie Hernandez	Tab K
11:30 am to 12:00 pm	Next Meeting Other issues, concerns, discussion, public comment:	
12:00 pm to 1:00 pm	Lunch	
1:00 pm to 3:30 pm	School Visits	



Wyoming State Board of Education

Strategic Plan

Vision:

Wyoming State Board of Education will empower an educational system that will enable Wyoming students to have the knowledge, skills, and habits of mind to succeed.

Mission:

Wyoming State Board of Education will set policy that will create educational systems in Wyoming that cultivate a mind for a student who will live in a world where rapid change will be the norm and the ability to adapt will be critical.

Goals	Duties
1. Develop effective and efficient internal policy processes.	1. Set education policy to realize the Wyoming State Board of Education's vision.
2. Develop and implement a plan to systematically engage the Wyoming Department of Education, school districts, and the Joint Education Committee, among others.	2. Foster relationships between the Wyoming State Board of Education, Wyoming Department of Education, the State Legislator, and school districts.
3. Support continued improvement in school districts, including in student achievement and growth, educator evaluations, school improvement plans, and accreditation among other areas.	3. Support continuous improvement.
	4. Advocate on behalf of students, educators, and citizens.

Legislative Agenda

Wyoming State Board of Education

2013-2014

**CONTINUING
ASPIRING
TRANSFORMING**



Legislative Agenda

Continuing...successful practices in Wyoming schools

The State Board recognizes the concern that significant increases in education funding in recent years may not be yielding the student achievement results some expect; however, the Board also recognizes there are many positive practices producing increased student performance that should be recognized and celebrated. Additionally, constantly changing targets and revising requirements makes it difficult for districts to focus work on sustained continuous improvement efforts. Therefore, the State Board supports:

1. A "loose/tight" framework at the state level that allows considerably more autonomy for schools that meet rigorous targets.
2. Consistency in the process for accrediting districts based on a continuous improvement model.
3. School funding aimed at improving student learning, recruiting and retaining quality educators, and providing for district capital construction needs.
4. The Hathaway Scholarship program and encourages a monitoring of the program results as well as the impact on students, curricular programs, and schools.

Aspiring...to create an educational system that is best in the nation

The State Board recognizes that it is important to nurture and build a culture of aspiration across our state. We believe that there should be a balance to our policies; one that recognizes the complexities of educating all, the need for accountability, the goals we set for our children, and the importance of working as a community. The State Board supports the ambitious goals of the Wyoming Accountability in Education Act including ensuring all students are college and career ready and closing achievement gaps. We aspire to create an educational system that encourages student learning while inspiring individual passions, commitments, and creativity.

Therefore the State Board supports:

1. A comprehensive, multi-tiered system of support to increase the capacity of districts to improve student learning and expand educator expertise.
2. Implementation of the Wyoming Accountability in Education Act with the knowledge that a great school encourages student engagement in learning, pursuit of personal passions, and development of 21st century skills and abilities.
3. Efforts to ensure that families are supported, educators are prepared, systems are respectful and responsive, and the community makes young children and families a top priority.
4. Engagement of community members in educational improvement efforts.



Members

Wyoming State Board of Education

Ron Micheli, Chair
 Scotty Ratliff, Vice-Chair
 Pete Gosar, Treasurer
 Joe Reichardt
 Kenny Rathbun
 Sue Belish
 Walt Wilcox
 Kathy Coon
 Hugh Hageman
 Belenda Willson
 Cindy Hill, Ex Officio
 Dr. Jim Rose, Ex Officio

At no time in human history has change been as rapid. Students in particular live in a world of increasing complexity. As public education stewards, the State Board of Education wants our institutions to think deeply about the knowledge, skills, abilities and habits of the mind required for a student who will live in a world where rapid change will be the norm and the ability to adapt will be critical.

Legislative Priorities

2013-2014

- Ensuring that all Wyoming children have quality early learning experiences that prepare them for success, while understanding that families are the first and most important teachers in a child's life.
- Designing appropriate guidelines and timelines for District Assessment Systems that promote student learning.
- Reviewing student attendance policies as they relate to beginning school, dropping out of school, and regularly attending school.

WYOMING STATE BOARD
OF EDUCATION



WYOMING STATE BOARD OF EDUCATION

Vision:

The Wyoming State Board of Education will empower an educational system that will enable Wyoming students to have the knowledge, skills, and habits of mind to succeed.

Mission:

The Wyoming State Board of Education will set policy that will create educational systems in Wyoming that cultivate a mind for a student who will live in a world where rapid change will be the norm and the ability to adapt will be critical.



Transforming...Wyoming school districts into 21st Century learning organizations

The State Board recognizes the need to transform educational systems to a 21st Century model that stresses continuous improvement in building organizational capacity to engage students in rigorous and relevant learning opportunities. We can no longer continue to put in place structures at the state level that do not incentivize 21st Century learning practices and in some cases actually hinder the reform of outdated structures that inhibit student learning. The State Board also understands the transition to the common core standards will require new ways of teaching, learning, and leading aimed at developing more cognitively complex learning strategies.

Therefore, the State Board supports:

1. Providing quality early learning opportunities to all children in Wyoming.
2. Sustained opportunities for educators to develop strategies and instructional skills which are aligned with new content standards for students.
3. Providing training and support to districts to fundamentally transform outdated education systems into more responsive and engaging learning organizations.
4. A study of options for districts to use time and resources more efficiently to better support student learning.
5. The use of appropriate technology to maximize and customize student learning.

Conclusion...

Our schools must encourage the development and implementation of effective learning. Children must not only be prepared to enter the work force, they must be prepared to contribute as participants and members of the social and political democracies in which they live. It is our job to determine the components and rigor necessary for their success. The Wyoming State Board of Education believes it is our responsibility to frame the political dialogue. We intend to challenge policy makers, educational institutions, and the public to examine Wyoming's educational goals, practices, and results. We hope this on-going dialogue will occur in neighborhoods and communities statewide. The State Board looks forward to a robust discussion around the implementation of high standards within a realistic timeline that allows a comprehensive system of support to provide opportunities for our districts to meet fair and rigorous targets.



WYOMING STATE BOARD OF EDUCATION

Although the membership of and role of the board has evolved since its establishment in 1917, currently the State Board of Education is composed of eleven voting members and two ex-officio members – the State Superintendent of Education and the Director of the Wyoming Department of Education. The eleven voting members shall be appointed with at least one member appointed from each appointment district pursuant to W.S. 9-1-218. One appointed member shall be appointed at large and shall be a certified classroom teacher at the time of appointment. One appointed member shall also be appointed at large and shall be a certified school administrator at the time of appointment. Two appointed members shall be appointed at large and shall be representative of private business or industry in Wyoming. The remaining seven appointed members of the board shall be appointed from among the lay citizens of the state who are electors of the state, known for their public spirit, business or professional ability and interest in education. Not more than six appointed members of the board shall be from one political party. Members shall be appointed for six year terms, except those who may be appointed to fill unexpired terms. Members shall be appointed by the governor with the approval of the senate. Vacancies shall be filled by the governor without senate approval until the next session of the legislature. No member is eligible to reappointment, except any member appointed to fill an unexpired term of less than six years may be reappointed for one additional six year term. Appointed members of the board may be removed by the governor as provided in W.S. 9-1-202.

WYOMING'S TOP FIVE INITIATIVE



THE MISSION

Wyoming will be a break-out state and nationwide leader in public education, taking its place among the top five states in the country. Through the use of a collective impact model, the Wyoming Department of Education will serve as a strategic partner to districts, schools, families and communities to ensure that every Wyoming student receives an exceptional education.

THE FOCUS

INCREASE SCHOOL READINESS. All families will receive the support they need to prepare their child(ren) to enter and thrive in kindergarten and first grade.

FACILITATE TEACHER & LEADER EFFECTIVENESS. All students will be taught by exceptional teachers in a school led by exceptional leaders.

ENSURE ACADEMIC SUCCESS FOR ALL. All students, regardless of background or circumstance, will receive the support they need to be academically successful.

EXPAND PERSONALIZED INSTRUCTION. All students will have access to an education that can be tailored, through technology and flexible instruction, to meet their needs and aspirations.

PROVIDE OPPORTUNITIES FOR ENGAGEMENT. All students will have access to enrichment activities that meet and expand their interests.

GUARANTEE COLLEGE & CAREER READINESS. All students will develop skills and interests that prepare them for success in college or a career.

THE FOUNDATION

- FAMILY AND COMMUNITY PARTNERSHIPS to build upon the strength of Wyoming's values.
- COMMUNICATION AND TRANSPARENCY at all levels to facilitate understanding, collaboration, and creativity.
- SAFE AND NURTURING SCHOOLS for every child and adult.
- SECURE & STRATEGIC DATA USE to support students' academic success.

Quick Overview of District Assessment Proposal

What districts must do	What legislature must do	What state board must do	What WDE must do
Align the curriculum to the state standards, document in a curriculum plan	Change the annual review of the assessment plan to a review every five years	Clean up language in rules so it aligns with this plan including omitting the vestiges of BOE and phasing in the dates by which districts must align each content area	Propose rules revisions to the state board and support the board in making appropriate revisions
Maintain a comprehensive district assessment system that measures student proficiency on the state standards in all content areas	Omit language regarding proficiencies/transcript endorsements for high school graduation and make certain all other language around “multiple measures” and district assessment aligns	Make certain the system of support design includes a trigger for schools not meeting expectations to have an automatic review of the aligned curriculum and district assessment system	Design a system of support that includes a mechanism to review curriculum plans and district assessment systems for every school that does not meet expectations under WAEA
Complete annual assurances regarding curriculum and assessment	Ensure that one year after the adoption of new state standards in any content area, district assessment systems fully align with those Wyoming content and performance standards and remain aligned until the adoption of new standards	Make certain support is provided by WDE to districts in developing high quality district assessment systems and aligning curriculum to standards	Include, as part of a system of support, mechanisms to help districts develop quality curriculum plans and district assessments aligned to state standards
Every five years host an accreditation review and provide evidence as part of a WDE audit	Add additional minimum course requirements?	Complete the definition of a WY high school graduate	Manage the UW assessment MOU in a way that builds assessment literacy among district personnel
Schools that do not meet expectations under WAEA, submit to, as part of a system of support comprehensive needs assessment, a review of the curriculum plan and district assessment system			
Ensure that high school graduates complete the minimum state course requirements and meet the definition of a Wyoming high school graduate			

State Board of Vocational Education

November 5, 2013
Best Western Inn at Lander
260 Grandview Drive
Lander, WY 82520

A G E N D A

	Call to Order – Ron Micheli			8:00 a.m.
1.	Pledge of Allegiance Roll Call			
2.	Approval of Agenda – Ron Micheli	Tab C	Action	
3.	Approval of Minutes – Ron Micheli Minutes from October 8, 2013	Tab D	Action	
4.	Update on CTE & Division Planning		Information	8:15 a.m.
5.	Adjournment – Ron Micheli			8:30 a.m.

**ACTION SUMMARY SHEET
STATE BOARD OF VOCATIONAL EDUCATION**

DATE: November 5, 2013

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the November 5, 2013 meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: *Bailey Anthony*
Bailey Anthony, Executive Assistant

APPROVED BY: _____

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

State Board of Vocational Education

November 5, 2013
Best Western Inn at Lander
260 Grandview Drive
Lander, WY 82520

A G E N D A

	Call to Order – Ron Micheli			8:00 a.m.
1.	Pledge of Allegiance Roll Call			
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4.	Update on CTE & Division Planning		Information	8:15 a.m.
5.	Adjournment – Ron Micheli			8:30 a.m.

**ACTION SUMMARY SHEET
STATE BOARD OF VOCATIONAL EDUCATION**

DATE: November 5, 2013

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the October 8, 2013 meeting.

SUPPORTING INFORMATION ATTACHED:

- Minutes from October 8, 2013

PREPARED BY: *Chelsie Bailey*
Chelsie Bailey, Executive Assistant

APPROVED BY: _____

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

WYOMING STATE BOARD OF VOCATIONAL EDUCATION

October 8, 2013

Hathaway Building, Room 126

Cheyenne, Wyoming

Wyoming State Board of Education members present: Ron Micheli, Scotty Ratliff, Pete Gosar, Sue Belish, Kathy Coon, Richard Crandall, Cindy Hill, Ken Rathbun, Joe Reichardt, Jim Rose, Kathryn Sessions, Walt Wilcox, Belenda Willson.

Members absent: Hugh Hageman

Also present: Bailey Anthony, WDE; Paige Fenton-Hughes, SBE Coordinator; Mackenzie Williams, Attorney General's Office (AG); Guy Jackson, WDE; Brittany West, WDE

CALL TO ORDER

Chairman Ron Micheli called the meeting to order at 8:33 a.m.

Bailey Anthony conducted roll call and established that a quorum was present.

APPROVAL OF AGENDA

Sue Belish moved to approve the agenda as presented, seconded by Joe Reichardt; the motion carried.

CTE INTRODUCTIONS

Teri Wigert, WDE, introduced the Career and Technical Education team; Guy Jackson, Brittany West and Randall Butt. There is currently one vacancy. This is the group that oversees the work done for the State Board of Vocational Education.

CTE UPDATE

Teri Wigert stated that the Carl D. Perkins Act expired in June, however, an appropriation has been in place and funding will come through in October and will be unaffected by the federal shutdown.

Teri then spoke about a Pathways to Prosperity Project, which has been initiated by Harvard. This could be the blueprint for moving Wyoming forward, and she will be working with Director Crandall to implement a plan. There was some discussion regarding involving special education students, and the term college or career ready and how those are not mutually exclusive. Teri was selected to sit on a committee regarding the SBAC Assessment and how we are going to determine whether or not kids are career ready, she will report on that at the next meeting.

Walt Wilcox moved to adjourn the meeting, seconded by Joe Reichardt; the motion carried.

The State Board of Vocational Education adjourned at 9:02 a.m.

The next Wyoming State Board of Vocational Education meeting will be on November 5, 2013

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: November 5, 2013

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the November 5, 2013 State Board of Education meeting **SUPPORTING INFORMATION ATTACHED:**

- Agenda

PREPARED BY: *Chelsie Bailey*
Chelsie Bailey, Executive Assistant

APPROVED BY: _____

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

Wyoming State Board of Education Agenda

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	Wyoming State Standards- Laurie Hernandez	Tab J
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1:00 pm to 3:30 pm	School Visits	

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: November 5, 2013

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on October 7-8,

2013. **SUPPORTING INFORMATION ATTACHED:**

- Minutes of October 7-8, 2013

PREPARED BY: *Chelsie Bailey*
Chelsie Bailey, Executive Assistant

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

WYOMING STATE BOARD OF EDUCATION
October 7-8, 2013
Hathaway Building, Room 126
Cheyenne, Wyoming

Wyoming State Board of Education members present: Ron Micheli, Pete Gosar, Sue Belish, Kathy Coon, Richard Crandall, Ken Rathbun, Joe Reichardt, Kathryn Sessions, Walt Wilcox, Belenda Willson, Scotty Ratliff, Cindy Hill.

Members absent: Hugh Hageman

Also present: Bailey Anthony, WDE; Paige Fenton Hughes, SBE Coordinator; Teri Wigert, WDE; and Mackenzie Williams, Attorney General's Office (AG)

OCTOBER 7, 2013

CALL TO ORDER

Chairman Ron Micheli called the meeting to order at 8:43 a.m.

Bailey Anthony conducted roll call and established that a quorum was present.

APPROVAL OF AGENDA

Trustee Belish moved to amend the agenda to add an update on the Rules and Regulations Committee after the Supervisory Committee Report. Trustee Willson moved to add an update on the P16 Council after the Rules and Regulations Committee update. Walt Wilcox moved to approve the agenda, as amended, seconded Sue Belish; the motion carried

APPROVAL OF MINUTES

Trustee Belish moved to amend page 8 of the minutes to make it clearer to districts that this year is just a pilot. Sue Belish moved to accept the amendment, seconded by Walt Wilcox; the motion carried. Sue Belish moved to adopt the minutes as revised, seconded Kathryn Sessions; the motion carried.

DIRECTOR'S REPORT

WDE Director Richard Crandall reviewed his first 60 days with the Board which included Wyoming Accountability in Education Act, implementation of the 2014-2015 assessment, hiring vacancies and meetings with various state stakeholders. His next priorities are the school accountability roll out, strategic plan, revamp system of supports, continuing to fill vacancies, SBAC field test, comprehensive communications strategy, new blended learning models and thorough review of early learning system. He reviewed his strategic plan. He noted that he needs help from the SBE on budget priorities, use of competency based education, our role with

Indian education, best use of assessment funds and capitalizing on Wyoming's strengths. That led to a deeper discussion among the Board of the issues with summer school. A "legislative wish list" was discussed and Rich mentioned he would bring more thoughts to tomorrow's meeting. Rich also noted that the Governor's Office was working with him to implement the forensic audit of WDE staff.

DISCUSS NEW POSITION FOR THE BOARD

Ron restated that the full time position is something that is a huge priority for the Board and that members are in agreement in needing this position. Rich mentioned that he interprets that the Governor's Office was in fairly strong favor of this position.

SUMMARY ON GOVERNOR'S EDUCATION OUTREACH MEETING

Pete Gosar gave an update of this meeting and the issues that were discussed. Rich Crandall agreed that this was a great meeting.

SUPERVISORY COMMITTEE REPORT

Kathy Coon said things have been going well over the summer and that all of the contracts are on track.

RULES AND REGULATIONS COMMITTEE UPDATE

Sue Belish reminded everyone of the purpose of this committee. She stated that they are receiving input from Board members, WDE staff and district superintendents. She reviewed the meeting that was previously held and that chapters 21, 22 and 26 were discussed. Mackenzie recommended sending the Governor a letter updating him on the progress as things continue to evolve. It will be important that the SBE will work to keep the rules simple and necessary.

P16 UPDATE

Belenda Willson stated that there has been some turnover on the Council so there isn't much to update. She wonders if the committee will die out or if it will try to reconvene.

MULTIPLE MEASURES UPDATE

Chad Buckendahl reviewed the update that was given during the August meeting. Sue Belish discussed the need to expand the definition of a Wyoming graduate to be more aspirational. The college and career readiness piece was also discussed. Some Board members believe more emphasis needs to be put on the career ready portion. A concern was also raised about the three levels and that maybe not all the focus should be geared at the top level.

OCTOBER 8, 2013

CALL TO ORDER

Chairman Ron Micheli called the meeting to order at 9:02 a.m.

Bailey Anthony conducted roll call and established that a quorum was present.

TREASURER'S REPORT

Pete Gosar reviewed the report provided in the packet and highlighted the changes.

Gerald Reichardt moved to accept the treasurer's report, seconded by Kathryn Sessions; the motion carried.

DISCUSS BOARD RETREAT AND SET NEXT BOARD MEETING

Chairman Micheli discussed the importance of setting a retreat and working to plan meetings a few months ahead. The retreat dates were set for November 4-5, 2013 and a location will be determined at a later time. The importance of having a meeting before the Legislature meets was discussed and January 23-24, 2014 was proposed.

SELECT COMMITTEE MOTION

Since the meeting was running ahead of schedule this was moved up for discussion. Paige Fenton-Hughes reviewed the charge to the SBE of doing the end of course study work and noted that Chad Buckendahl presented his update to the Select Committee. At that meeting, it was discussed that the proposal for the multiple measures and the district assessment system guidelines that had been developed were tasking their capacity to focus on accountability priorities. They asked us to look for elements that were already being utilized in districts to fulfill these requirements. The Board discussed if ACT could count as a part of the requirement, even though it isn't aligned to the Wyoming Content Standards. It was decided that this item would be revisited in the afternoon when it was originally scheduled.

PRESENTATION ON CCSS

Amy Edmonds from the Wyoming Liberty Group presented against the Common Core State Standards (CCSS). She asked for the Board to stop the implementation of the CCSS, look at alternatives, review how the standards review process is communicated and develop ideas to improve communication with parents.

TESTIMONY ON CCSS

Jane Winget, math teacher, Michael Hayes, teacher, and Jim McBride, former State Superintendent spoke in support of the CCSS and shared their experiences on how the

standards have had a positive impact in their classrooms. A video titled, “Why the Common Core is Right for Wyoming” was played. The Board reaffirmed its position on the CCSS.

REVISED STANDARDS FOR CAREER & VOCATIONAL EDUCATION, SOCIAL STUDIES, PHYSICAL EDUCATION AND SCIENCE

The WDE Standards Team including, Laurie Hernandez, Stephanie Brady, and Jim Verley presented the new proposed standards. Laurie gave an overview of the process that began in June 2012. Each of the content areas and changes made to each were explained in depth. How to get parents involved in these decisions was discussed. The Board discussed the hope that more emphasis could be put on social studies. The Board agreed that it needed more time before deciding to move forward with a decision on the standards and asked the team to attend the November meeting.

CHAPTER 10 RULES – WYOMING CONTENT AND PERFORMANCE

Julie was going to talk about promulgating the rules, but since the Board is waiting to approve the standards it was decided that this would be pushed to the next meeting. There was some discussion about communication around the promulgation process and the correct language that should be used in making this process clearer to the public.

PHASE I OCTOBER 15TH ACCOUNTABILITY REPORT

Accountability Model

Mike Flicek reviewed the history and pieces of the accountability model and updated them on the progress. He noted that the pilot has been nearly completed and soon schools will find out how they performed. There were a lot of questions about the validity of the cuts set by the Professional Judgment Panel and Mike Flicek believes the methodology that was used is defensible. He reminded the Board the next year ALT standards completion and Hathaway Scholarship eligibility level will be included. There was a discussion about the indicators after the Board saw how participation rate affected the model.

PJP Update

Mike Beck expanded on the discussion started by Mike Flicek and gave a brief summary of the three day PJP Meeting. He agreed that the work was grounded in a standard setting process that is widely used around the country.

Assessment Update

Deb Lindsey provided an updated matrix on the assessment options for 2015. The idea of conducting a study similar to the Oregon Experience was discussed.

System of Support

Rich Crandall just wanted to reiterate that the WDE will be starting from scratch in this area. He will come with a firmer plan to the next meeting.

Multiple Measures & District Assessment System

Paige Fenton-Hughes stated that the Board needs to send the Multiple Measures (MM) Study to the Legislature because that is the statutory obligation, but that the recommendation would be

similar to what it was for the end of course. The District Assessment System draft that was presented in the last meeting would also be included in the report. The MM issue was discussed at length in order to get a clear picture of how to move forward. Mike O'Donnell, State's counsel on school finance, presented a visual to help the Board move forward with a MM recommendation. It was decided that Paige would draft a memo and have the Board review it through Google Drive.

Outreach

The comments from these sessions were provided in the packet, and Paige addressed the common issues.

SELECT COMMITTEE MOTION

Paige asked the Board to give a motion to approve the information that will be going in the October 15th report.

Sue Belish moved to accept the recommendations from the PJP, seconded by Ken Rathbun; the motion carried.

Sue Belish moved that the Board recommend that we moved forward the results of the MM study with a memo indicating the direction we might pursue, seconded by Gerald Reichardt; the motion carried.

Chariman Micheli stated that the Board is OK and he doesn't think there is any problem with what Paige will send in the report.

ADJOURNMENT

Kath Coon moved to adjourn the meeting, seconded by Joe Reicardt; the motion carried.

The State Board of Education adjourned at 5:01 p.m.

The next Board meeting is scheduled for November 4-5, 2013 in Lander, WY.



WYOMING

State Board of Education

Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, Wyoming 82002-0050
(307) 777-6213 • (307) 777-6234 FAX

RON MICHELI
Chair, Fort Bridger

SCOTTY RATLIFF
Vice Chair, Riverton

PETE GOSAR
Treasurer, Laramie

SUE BELISH
Ranchester

KATHY COON
Lusk

RICHARD CRANDALL
WDE Director

HUGH HAGEMAN
Fort Laramie

CINDY HILL
State Superintendent

KEN RATHBUN
Sundance

GERALD REICHARDT
Wheatland

KATHRYN SESSIONS
Cheyenne

WALT WILCOX
Casper

BELENDIA WILLSON
Thermopolis

CHELSIE BAILEY
Executive Assistant

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: Board update

When we get together in Lander, I will review with you the discussion and results of the Select Committee and Joint Education Committee meetings in Cheyenne last week.

During the Select Committee meeting, we presented the October 15 report regarding the Phase I accountability work including the accountability model, the Professional Judgment Panel, system of support, phase I rollout, district assessment measures, the statewide student assessments, and our outreach sessions. There was good discussion with the committee, and they asked a number of good questions. We do need to make a recommendation to the Select Committee about the makeup of and selection of the PJP members. Also, there is tension about which of the elements of the accountability model are "fixed" and which are under the purview of the PJP to decide. There needs to be more discussion about this issue, and a determination needs to be made prior to next year's PJP meeting.

The Joint Education Committee heard a number of reports about revenue and financial issues including the CREG report, the result of district audits, the adherence to the funding model, and the Hathaway scholarship dollars. The committee also heard an update from Flint Waters at ETS about all things data related to the department of education.

The JEC also heard the results of the interim study on school safety. There was a recommendation to staff schools with school resource officers which are not currently part of the funding model. The committee also heard from the Colorado office of school safety about extensive efforts in that state to prevent incidents of school violence.

The JEC also heard the results of the interim work on early childhood. Two draft bills were combined into one recommendation that establishes an office of early childhood education within WDE to serve as coordinating agency for all state agencies administering early childhood education programs and to support local communities and nonprofits in early childhood education. This office would also distribute both early childhood education grants targeting educationally disadvantaged children and supplemental assistance to communities and nonprofit groups (private-public partnerships) in early childhood education efforts. One million dollars is appropriated for grants and five-hundred thousand dollars is appropriated for supplemental assistance. All appropriations are allowed expenditures over three years (one year beyond the 15-16 biennium).

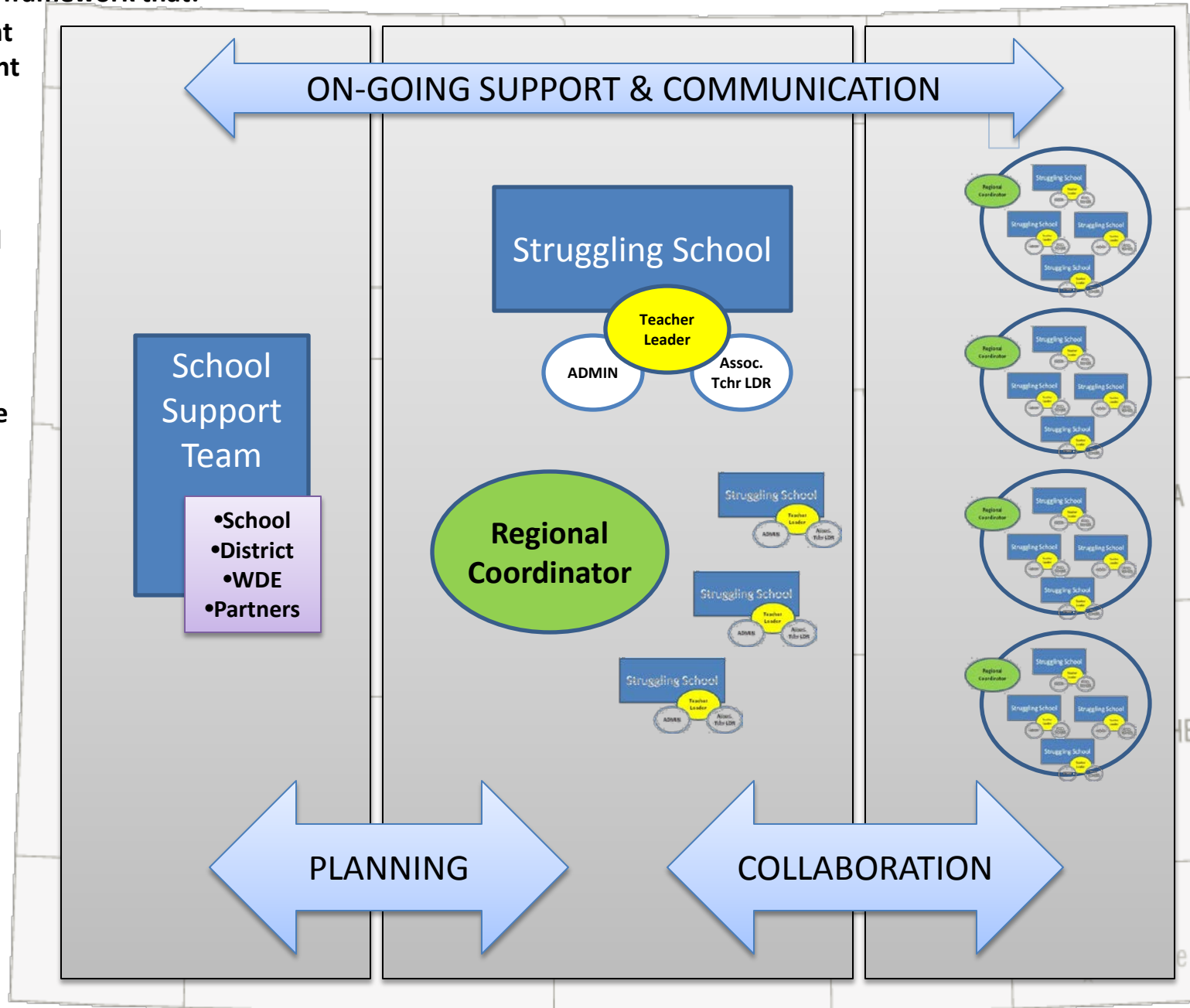
I gave our update on the outreach sessions, the outreach we have done over the past few months, and our plans to continue the outreach in the future. I'm attaching that memo for your information.

I look forward to seeing you all next week.

GUIDING PRINCIPALS:

Develop a coherent framework that:

- Maximizes current people and current resources
- Provides for ongoing development and improvement of people and resources
- Builds sustainable capacity within schools



**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: November 5, 2013

ISSUE: Election of Board Officers

BACKGROUND: In accordance with Wyoming Statute §21-2-301, a meeting shall be held in the first quarter of the calendar year at which a chairman will be elected.

SUGGESTED MOTION/RECOMMENDATION: It is recommended that the Wyoming State Board of Education offer nominations and vote for the positions of Chairman, Vice-Chairman and Treasurer at the first quarter of the calendar year meeting of the Wyoming State Board of Education.

SUPPORTING INFORMATION ATTACHED:

PREPARED BY: *Chelsie Bailey*
Chelsie Bailey, Executive Assistant

APPROVED BY: _____

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

Civic Education in the Wyoming State Social Studies Standards

Attended ABOTA (The Foundation of the American Board of Trial Advocates) Civic Education Forum in Austin, TX

Speaker Peter Levine, Director, Center for Information and Research of Civic Learning and Engagement (CIRCLE), Tufts University stated “civic education in schools must include classroom **instruction** on founding documents, **discussion** on current issues and controversies, and **simulations** of democratic processes and procedures.”

“Six proven practices constitute a well-rounded and high-quality civic learning experience.”

-From Guardian of Democracy: The Civic Mission of Schools

1. Classroom **Instruction**

SS2.1.3 Identify people and events that are honored on United States holidays.	SS5.1.3 Understand the basic origins of the United States Constitution (e.g., Declaration of Independence).	SS8.1.3 Explain the historical development of the United States Constitution and treaties and how they have shaped the United States and Wyoming Government.	SS12.1.3 Analyze the historical development of the United States Constitution and treaties and how it has shaped the United States and Wyoming Government (tribal, local, state, federal).
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SS2.1.4 Understand that the rules in the United States are called laws.	SS5.1.4 Understand the purpose of the legal system.	SS8.1.4 Understand the difference between United States civil and criminal legal systems.	SS12.1.4 Demonstrate an understanding of the United States civil and criminal legal systems and distinguish differences between those systems.
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Not assessed at this time.	SS5.1.5 Understand the purposes of the three branches of government.	SS5.1.5 Describe the structures of the United States and Wyoming Constitutions (e.g., Articles, Bill of Rights, amendments).	SS12.1.5 Demonstrate an understanding of the structures of both the United States and Wyoming Constitutions.
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2. **Discussion** of Current Events and Controversial Issues

SS2.1.1 Understand that schools, communities, and the United States have rules that have to be followed.	SS5.1.1 Describe the basic rights and responsibilities of citizenship.	SS8.1.1 Explain the rights, duties, and responsibilities of a United States citizen.	SS12.1.1 Analyze unique freedoms, rights, and responsibilities of living in a democratic society and explain their interrelationships.
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Not assessed at this time.	Not assessed at this time.	SS5.1.6 Understand the basic structures of various political systems (e.g., tribal, local, national, and world).	SS12.1.6 Compare and contrast various world political systems (e.g., ideologies, structure, and institutions) with that of the United States.
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6. **Simulations** of Democratic Processes

SS2.1.2 Identify the symbols and traditional practices that honor patriotism in the United States.	SS5.1.2 Understand the basic local, state, and national political processes (e.g., campaigning and voting).	SS8.1.2 Explain how to participate in the political process.	SS12.1.2 Explain and demonstrate how to participate in the political process and form personal opinions.
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These three practices should be included as school-wide activities, as well.

3. Service-Learning
4. Extracurricular Activities
5. School Governance

Wyoming Social Studies Content and Performance Standards

Inclusion of Wyoming and Local History and Politics

The six standards and their benchmarks are shown below. Any specific mention of either the local or state level has been highlighted.

Social Studies Content Standard 1 - Citizenship, Government, and Democracy

Students analyze how people create and change structures of power, authority, and governance to understand the continuing evolution of governments and to demonstrate civic responsibility.

Benchmarks

Students will:

End of Grade 2	End of Grade 5	End of Grade 8	Upon Graduation Grade 12
SS2.1.1 Understand that schools, communities, and the United States have rules that have to be followed.	SS5.1.1 Describe the basic rights and responsibilities of citizenship.	SS8.1.1 Explain the rights, duties, and responsibilities of a United States citizen.	SS12.1.1 Analyze unique freedoms, rights, and responsibilities of living in a democratic society and explain their interrelationships.
SS2.1.2 Identify the symbols and traditional practices that honor patriotism in the United States.	SS5.1.2 Understand the basic local, state, and national political processes (e.g., campaigning and voting).	SS8.1.2 Explain how to participate in the political process.	SS12.1.2 Explain and/or demonstrate how to participate in the political process and form personal opinions.
SS2.1.3 Identify people and events that are honored on United States holidays.	SS5.1.3 Understand the basic origins of the United States Constitution (e.g., Declaration of Independence).	SS8.1.3 Explain the historical development of the United States Constitution and treaties and how they have shaped the United States and Wyoming Government.	SS12.1.3 Analyze the historical development of the United States Constitution and treaties and how it has shaped the United States and Wyoming Government (tribal, local, state, federal).
SS2.1.4 Understand that the rules in the United States are called laws.	SS5.1.4 Understand the purpose of the legal system.	SS8.1.4 Understand the difference between United States civil and criminal legal systems.	SS12.1.4 Demonstrate an understanding of the United States civil and criminal legal systems and distinguish differences between those systems.
Not assessed at this time.	SS5.1.5 Understand the purposes of the three branches of government.	SS5.1.5 Describe the structures of the United States and Wyoming Constitutions (e.g., Articles, Bill of Rights, amendments).	SS12.1.5 Demonstrate an understanding of the structures of both the United States and Wyoming Constitutions.
Not assessed at this time.	Not assessed at this time.	SS5.1.6 Understand the basic structures of various political systems (e.g., tribal, local, national, and world).	SS12.1.6 Compare and contrast various world political systems (e.g., ideologies, structure, and

			institutions) with that of the United States.
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Social Studies Content Standard 2 - Culture and Cultural Diversity

Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.

Rationale

Culture helps us to understand ourselves as both individuals and members of various groups...

This understanding allows students to relate to peoples of local, tribal, state, national, and global communities.

Benchmarks

Students will:

End of Grade 2	End of Grade 5	End of Grade 8	Upon Graduation Grade 12
SS2.2.1 Name the ways groups (e.g., families and schools) meet human needs and concerns (e.g., belonging and personal safety) and contribute to personal identity and daily life.	SS5.2.1 Identify and describe the ways groups (e.g., families, communities, schools, and social organizations) meet human needs and concerns (e.g., belonging, self worth, and personal safety) and contribute to personal identity and daily life.	SS8.2.1 Compare and contrast the ways various groups (e.g., cliques, clubs, ethnic communities, and American Indian tribes) meet human needs and concerns (e.g., self esteem, friendship, and heritage) and contribute to identity, situations, and events.	SS12.2.1 Analyze and evaluate the ways various groups (e.g., social, political, and cultural) meet human needs and concerns (e.g., individual needs and common good) and contribute to identity (e.g., group, national, and global), situations, and events.
SS2.2.2 Recognize ways in which expressions of culture influence people (e.g., language, stories, music, and art).	SS5.2.2 Identify and describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, and dance).	SS8.2.2 Examine and evaluate how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, and spirituality) contributes to the development and transmission of culture.	SS12.2.2 Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, and behavior) and illustrate integrated views of a specific culture.
Assessed in SS2.2.1.	SS5.2.3 Identify and describe characteristics and contributions of local and state cultural groups in Wyoming.	SS8.2.3 Compare and contrast the unique cultural characteristics of various groups within Wyoming and the nation.	SS12.2.3 Evaluate how the unique characteristics of cultural groups have contributed and continue to influence Wyoming's history and contemporary life (e.g., tribes, explorers, early settlers, and immigrants).
Assessed in SS2.2.2.	SS5.2.4 Identify and describe the tensions between cultural groups, social classes and/or individuals in Wyoming and the United States (e.g., Martin Luther King Jr., Helen Keller, Sacagawea, and Chief Washakie).	SS8.2.4 Explain the cultural contributions of and tensions between groups in Wyoming, the United States, and the World (e.g., racial, ethnic, social and institutional).	SS12.2.4 Analyze and critique the conflicts resulting from cultural assimilation and cultural preservation in Wyoming, the United States, and the World (e.g., racial, ethnic, social, and institutional).

Social Studies Content Standard 3 - Production, Distribution, and Consumption

Students describe the influence of economic factors on societies and make decisions based on economic principles.

Benchmarks

Students will:

End of Grade 2	End of Grade 5	End of Grade 8	Upon Graduation Grade 12
SS2.3.1 Give examples of and/or identify needs, wants, goods, and services.	SS5.3.1 Give examples of needs, wants, goods, services, scarcity, and choice.	SS8.3.1 Identify and apply basic economic concepts (e.g., supply, demand, production, exchange and consumption, labor, wages, scarcity, prices, incentives, competition, and profits).	SS12.3.1 Analyze the impact of supply, demand, scarcity, prices, incentives, competition, and profits on what is produced, distributed, and consumed.
SS2.3.2 Identify how price may affect buying, selling, and saving decisions.	SS5.3.2 Identify basic economic concepts (e.g., supply, demand, price, and trade).	SS8.3.2 Compare and contrast how people organize for the production, distribution, and consumption of goods and services in various economic systems (e.g., characteristics of market, command, and mixed economies).	SS12.3.2 Analyze and evaluate how people organize for the production, distribution, and consumption of goods and services in various economic systems (e.g., capitalism, communism, and socialism).
SS2.3.3 Identify how science or technology affects production (e.g., assembly line, robots, and video streaming).	SS5.3.3 Identify and describe how science and technology have affected production and distribution locally, nationally, and globally (e.g., trains and natural resources).	SS8.3.3 Describe the impact of technological advancements on production, distribution, and consumption. (e.g., businesses and/or corporations in the United States and the world).	SS12.3.3 Analyze and evaluate the impact of current and emerging technologies at the micro and macroeconomic levels (e.g., jobs, education, trade, and infrastructure) and their impact on global economic interdependence.
Assessed in SS2.3.2.	SS5.3.4 Explain the roles and effect of money, banking, savings, and budgeting in personal life and society.	SS8.3.4 Explain or illustrate how money is used by individuals, groups, and financial institutions.	SS12.3.4 Explain how financial and government institutions make economic decisions (e.g., banking, investment, credit, regulation, and debt).
Assessed in SS2.3.2.	Assessed in SS5.3.4.	SS8.3.5 Describe how values and beliefs influence individual, family, and business decisions (microeconomics).	SS12.3.5 Evaluate how values and beliefs influence microeconomic and macroeconomic decisions.

Social Studies Content Standard 4 - Time, Continuity, and Change*

Students analyze events, people, problems, and ideas within their historical contexts.

Rationale

Students need to understand their historical roots and how events shape the past, present, and future... Students gain historical understanding through inquiry of history by researching and interpreting events affecting individual, local, tribal, state, national, and global histories.

***There is no specific mention of state or local history in this standard, however, state or local history can be used to teach the below benchmarks.**

Benchmarks

Students will:

End of Grade 2	End of Grade 5	End of Grade 8	Upon Graduation Grade 12
SS2.4.1 Identify how an event could change the future (e.g., moving to a new town means going to a new school or learning to ride a bike could mean getting to a friend's house faster).	SS5.4.1 Describe how small changes can lead to big changes (cause and effect) (e.g., discovery of electricity).	SS8.4.1 Describe how historical events impact the future (cause and effect) and how change spreads to other places (e.g., spread of industrial revolution or causes of the Civil War).	SS12.4.1 Describe patterns of change (cause and effect) and evaluate how past events impacted future events and the modern world.
SS2.4.2 Identify tools and technologies that make life easier (e.g., cars for getting one place to another, washing machines for washing clothes, or flashlights to see in the dark).	SS5.4.2 Describe how tools and technology makes life easier; describe how one tool or technology evolves into another (e.g., telegraph to telephone to cell phone or horse-drawn wagon to railroad to car); identify a tool or technology that impacted history (e.g., ships allowed for discovery of new lands or boiling water prevented spread of disease).	SS8.4.2 Describe how tools and technology in different historical periods impacted the way people lived, made decisions, and saw the world.	SS12.4.2 Analyze the development and impact of tools and technology and how it shaped history and influenced the modern world.
SS2.4.3 Describe a "current event."	SS5.4.3 Select current events for relevance and apply understanding of cause and effect to determine how current events impact people or groups (e.g., the building of a new school means that younger students will have new classrooms to learn in or war in another country means that some children's parents will have to leave to fight).	SS8.4.3 Analyze the way people and/or groups react to current events; suggest alternative ways such events may have played out.	SS12.4.3 Given a significant current event, critique the actions of the people or groups involved; hypothesize how this event would have played out in another country.
Not assessed at this time.	SS5.4.4 Discuss different groups that a person may belong to (e.g., family, neighborhood, cultural/ethnic, and workplace) and how those	SS8.4.4 Identify historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic,	SS12.4.4 Describe the historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political,

	roles and/or groups have changed over time.	religious, social, cultural, and workplace).	economic, religious, social, cultural, and workplace) and their impact on significant historical events.
Not assessed at this time.	SS5.4.5 Identify differences between primary and secondary sources. Find primary and secondary sources about an historical event. Summarize central ideas in primary and secondary resources.	SS8.4.5 Identify relevant primary and secondary sources for research. Compare and contrast treatment of the same topic in several primary and secondary sources.	SS12.4.5 Using primary and secondary sources, apply historical research methods to interpret and evaluate important historical events from multiple perspectives.

Social Studies Content Standard 5 - People, Places, and Environments

Students apply their knowledge of the geographic themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of interrelationships among people, places, and environment.

Benchmarks

Students will:

End of Grade 2	End of Grade 5	End of Grade 8	Upon Graduation Grade 12
Spatial	Spatial	Spatial	Spatial
SS2.5.1 Use a map, globe, and mental mapping to identify familiar areas and simple patterns and create maps using various media.	SS5.5.1 Apply mental mapping skills and use different representations of the Earth to demonstrate an understanding of human and physical patterns and how local decisions may create global impacts.	SS8.5.1 Use and create models of the Earth to analyze the interactions of physical and human systems to demonstrate global interconnectedness.	SS12.5.1 Use geographic tools and reference materials to interpret, analyze, evaluate, and synthesize historical and geographic data to demonstrate an understanding of global patterns and interconnectedness.
Physical Place and Region	Physical Place and Region	Physical Place and Region	Physical Place and Region
SS2.5.2 Identify, describe, and use local physical and human characteristics to discuss the similarities and differences between parts of the community.	SS5.5.2 Explain how physical features, patterns, and systems impact different regions and how these features may help us generalize and compare areas within the state, nation, or world.	SS8.5.2 Analyze and evaluate how physical changes influenced historical events and participate in collaborative problem solving and decision making in the selection of professional and personal choices.	SS12.5.2 Describe regionalization and analyze how physical characteristics distinguish a place, influence human trends, political and economic development, and solve immediate and long-range problems.
Human Place and Movement	Human Place and Movement	Human Place and Movement	Human Place and Movement

<p>SS2.5.3 Use the human features of a community to describe what makes that community special (e.g., cultural, language, religion, food, clothing political, economic, population, and types of jobs in an area) and why others want to move there or move away from there.</p>	<p>SS5.5.3 Describe the human features of an area (e.g., language, religion, political and economic systems, population distribution, and quality of life), past and present settlement patterns (e.g., American Indians and the Oregon Trail), and how ideas, goods, and/or people move from one area to another.</p>	<p>SS8.5.3 Explain how communities' current and past demographics, migrations, and settlement patterns influence place (e.g., culture, needs, and political and economic systems) and use this analysis to predict future settlement patterns.</p>	<p>SS12.5.3 Analyze, interpret, and evaluate how conflict, demographics, movement, trade, transportation, communication, and technology affect humans' sense of place.</p>
<p>Environment and Society</p>	<p>Environment and Society</p>	<p>Environment and Society</p>	<p>Environment and Society</p>
<p>SS2.5.4 Identify how people may adjust to and/or change their environment in order to survive (e.g., clothing, houses, foods, and natural resources).</p>	<p>SS5.5.4 Describe how the environment influences people in Wyoming and how we adjust to and/or change our environment in order to survive (e.g., natural resources, housing, and food).</p>	<p>SS8.5.4 Analyze the changes to and consequences of human, natural, and technological impacts on the physical environment.</p>	<p>SS12.5.4 Analyze how environmental changes and modifications positively and negatively affect communities and the world both economically and socially.</p>

Social Studies Content Standard 6 - Technology, Literacy, and Global Connections*

Students use technology and literacy skills to access, synthesize, and evaluate information to communicate and apply social studies knowledge to global situations.

*Standard 6 refers only to the process of accessing, synthesizing, and evaluating information. There is no specification between local, state, or global information.

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: November 5, 2013

ISSUE:

Chapter 10 Rules – Revised Standards for Science, Social Studies, Physical Education, and Career/Vocational Education

BACKGROUND:

Per W.S. 21-9-101, the State Board of Education is responsible for setting educational standards in the nine content areas. The content and performance standards are reviewed every five years. Chapter 10 reflects the revisions to the aforementioned content areas.

SUGGESTED MOTION(s)/RECOMMENDATION(s):

I move to adopt the revised standards for Science, Social Studies, Physical Education, and Career/Vocational Education.

SUPPORTING INFORMATION ATTACHED:

Ch. 10 Rules Packet Includes:

- Governor's Memo
- Statement of Reasons
- Notice of Intent
- Proposed Ch. 10 Rules – Strike & Underline version
- Proposed Ch. 10 Rules – Clean version

PDF versions of the Revised Content and Performance Standards were previously sent for each of the following content areas:

- Science
- Social Studies
- Physical Education
- Career/Vocational Education

PREPARED BY:

Laurie Hernandez, Supervisor of Standards, WDE

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:



WYOMING

State Board of Education

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Cheyenne, Wyoming 82002-0050
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RICHARD CRANDALL
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HUGH HAGEMAN
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CINDY HILL
State Superintendent

KEN RATHBUN
Sundance

GERALD REICHARDT
Wheatland

KATHRYN SESSIONS
Cheyenne

WALT WILCOX
Casper

BELENDIA WILLSON
Thermopolis

CHELSIE BAILEY
Executive Assistant

To: Honorable Matt Mead, Governor

From: Ron Micheli, Chair
Wyoming State Board of Education

Subject: Amended Rules for Chapter 10

Priority: HIGH – Deadline for response is **Month DD, 2013**

Summary: The State Board of Education is proposing to amend rules for Chapter 10. The revised rules include the following changes:

- 2013 Wyoming Content and Performance Standards for Social Studies;
- 2013 Wyoming Content and Performance Standards for Science;
- 2013 Wyoming Content and Performance Standards for Physical Education; and,
- 2013 Wyoming Content and Performance Standards for Career & Vocational Education

Specific information on the changes can be found in the Statement of Reasons.

Agency Contact Name: Laurie Hernandez

Agency Contact Phone: 307-777-3469

Agency Contact Email: laurie.hernandez@wyo.gov

Governor's Response Options (to be completed by Governor's Office):

_____ Agency may proceed.

_____ Delay Public Comment and Set Up Meeting with

Signature: Governor's Counsel

If no response has been received by the 10th working day, the Agency will proceed with these rules.

CHAPTER 10

WYOMING CONTENT AND PERFORMANCE STANDARDS

STATEMENT OF REASONS

Pursuant to Wyo. Stat. § 21-2-304(a)(iii), the Wyoming State Board of Education must prescribe uniform student content and performance standards for the common core of knowledge specified by Wyo. Stat. § 21-9-101(b)(i). The common core of knowledge includes reading/language arts, social studies, mathematics, science, fine and performing arts, physical education, health and safety, humanities, career/vocational education, foreign cultures and languages, applied technology, and government and civics.

After careful consideration, and with support from members of the following review committees: Science, Social Studies, Physical Education, and Career & Vocational Education, the Wyoming State Board of Education approved the adoption of the 2013 Revised Wyoming Content and Performance Standards for the above named content areas.

The Board is promulgating revised rules for the Science, Social Studies, Physical Education, and Career & Vocational Education standards. These standards define the knowledge and skills students should know and be able to do throughout their K-12 education so they can graduate from high school able to succeed in college and career.

These rules meet the minimum substantive state statutory requirements and are within the Board and Department's statutory authority. No part of this action should be interpreted as any attempt to dictate curriculum at the national or state level.



Notice of Intent to Adopt Rules

1. General Information

a. Agency/Board Name: *See attached list for references*

b. Agency/Board Address

c. Agency/Board City

d. Agency/Board Zip Code

e. Name of Contact Person

f. Contact Telephone Number

g. Contact Email Address

h. Date of Public Notice:

i. Comment Period Ends:

j. Program(s) *See attached list for references*

2. Rule Type and Information

a. Choose all that apply: ☐ New Rules* ☐ Amended Rules ☐ Repealed Rules

* "New" rules means the first set of regular rules to be promulgated by the Agency after the Legislature adopted a new statutory provision or significantly amended an existing statute.

If "New," provide the Enrolled Act number and year enacted:

b. Provide the Chapter Number, and Short Title of Each Chapter being Created/Amended/Repealed (*if more than 5 chapters are being created/amended/repealed, please use the Additional Rule Information form and attach it to this certification*)

Chapter Number:

Short Title:

Chapter Number:

Short Title:

Chapter Number:

Short Title:

Chapter Number:

Short Title:

Chapter Number:

Short Title:

c. ☐ The Statement of Reasons is attached to this certification.

d. ☐ N/A ☐ In consultation with the Attorney General's Office, the Agency's Attorney General representative concurs that strike and underscore is not required as the proposed amendments are pervasive (Section 5 of the Rules on Rules).

e. A copy of the proposed rules* may be obtained:

☐ By contacting the Agency at the physical and/or email address listed in Section 1 above.

☐ At the following URL: _____

* If Item "d" above is not checked, the proposed rules shall be in strike and underscore format.

3. Public Comments and Hearing Information

a. A public hearing on the proposed rules has been scheduled. ☐ Yes ☐ No

If "Yes:"	Date:	Time:	City:	Location:

b. What is the manner in which interested person may present their views on the rulemaking action?

☐ By submitting written comments to the Agency at the physical and/or email address listed in Section 1 above.

☐ At the following URL: _____

A public hearing will be held if requested by 25 persons, a government subdivision, or by an association having not less than 25 members.

Requests for a public hearing may be submitted:

☐ To the Agency at the physical and/or email address listed in Section 1 above.

☐ At the following URL: _____

c. Any person may urge the Agency not to adopt the rules and request the Agency to state its reasons for overruling the consideration urged against adoption.

Requests for an agency response must be made prior to, or within thirty (30) days, after adoption of the rule, addressed to the Agency and Contact Person listed in Section 1 above.

4. Federal Law Requirements

a. These rules are created/amended/repealed to comply with federal law or regulatory requirements. ☐ Yes ☐ No

If "Yes:"	Applicable Federal Law or Regulation Citation:
	Indicate one (1): <input type="checkbox"/> The proposed rules meet, but do not exceed, minimum federal requirements. <input type="checkbox"/> The proposed rules exceed minimum federal requirements.
	Any person wishing to object to the accuracy of any information provided by the Agency under this item should submit their objections prior to final adoption to: <input type="checkbox"/> To the Agency at the physical and/or email address listed in Section 1 above. <input type="checkbox"/> At the following URL: _____

5. State Statutory Requirements

a. Indicate one (1):

☐ The proposed rule change *MEETS* minimum substantive statutory requirements.

☐ The proposed rule change *EXCEEDS* minimum substantive statutory requirements. Please provide a statement explaining the reason the rules exceeds the requirements:

6. Authorization

a. I certify that the foregoing information is correct.

Printed Name of Authorized Individual	
Title of Authorized Individual	
Date of Authorization	

Distribution List:

- Attorney General and LSO: Hard copy of Notice of Intent; Statement of Reasons; Clean copy of the rules; and Strike-through and underline version of rules (if applicable).
- Secretary of State: Electronic version of Notice of Intent sent to rules@state.wy.us

Wyoming Department of Education

Chapter 10

Wyoming Content and Performance Standards

Section 1. **Authority.**

(a) These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 (as amended - 2002)[W.S. 21-2-304 (a) (i) (ii) (iii) and (iv)].

Section 2. **Applicability.**

(a) These rules and regulations pertain to the uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b).

Section 3. **Promulgation, Amendment, or Repeal of Rules.**

(a) These rules and any amendments thereof shall become effective as provided by the Wyoming Administrative Procedures Act. (W.S. 16-3-101 through 16-3-115).

Section 4. **Definitions.**

(a) Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education. [W.S. 21-9-101 (b)(i)]

(b) Common Core of Skills. Skills each student is expected to demonstrate at levels established by the state board of education. [W.S. 21-9-101 (b)(iii)]. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.

(c) Content and Performance Standards. Standards which include the K-12 content **and performance standards**, ~~benchmark standards at grades 4, 8, and 11~~ for language arts, **mathematics**, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, ~~and benchmark standards at grades kindergarten through grade 8 and grade 11 for language arts and mathematics, and the performance standards level descriptors~~ as established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii)]

Section 5. **Wyoming Statutes.**

(a) All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming.

Section 6. Wyoming State Board of Education Policies and Regulations.

(a) All public school districts, and the schools and personnel within those districts, must comply with applicable state board policies and regulations. (W.S. 21-2-304)

Section 7. Uniform Student Content and Performance Standards.

(a) Uniform student content and performance standards, including standards for graduation, are hereby incorporated by reference pursuant to W.S. 16-3-103(h) and include the following:

(i) Wyoming Language Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(A) Wyoming Language Arts Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2015-2016 school year.

(ii) Wyoming Mathematics Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(A) Wyoming Mathematics Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2015-2016 school year.

(iii) Wyoming Science Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003, ~~and~~ amended on November 19, 2008~~;~~, **and amended on November 5, 2013;**

(A) Wyoming Science Content and Performance Standards amended on November 5, 2013 shall be fully implemented on or before the first day of the 2017-2018 school year.

(iv) Wyoming Social Studies Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003, ~~and~~ amended on November 19, 2008~~;~~, **and amended on November 5, 2013;**

(A) Wyoming Social Studies Content and Performance Standards amended on November 5, 2013 shall be fully implemented on or before the first day of the 2016-2017 school year.

(v) Wyoming Health Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(A) Wyoming Health Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2015-2016 school year.

(vi) Wyoming Physical Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, ~~and~~ amended on November 19, 2008; ~~and~~ amended on November 5, 2013;

(A) Wyoming Physical Education Content and Performance Standards amended on November 5, 2013 shall be fully implemented on or before the first day of the 2016-2017 school year.

(vii) Wyoming Foreign Language Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, amended on November 19, 2008, and amended on May 8, 2013;

(A) Wyoming Foreign Language Content and Performance Standards amended on ~~November 2, 2012~~ May 8, 2013 shall be fully implemented on or before the first day of the 2016-2017 school year.

(viii) Wyoming Career/Vocational Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, ~~and~~ amended on November 19, 2008; ~~and~~ amended on November 5, 2013;

(A) Wyoming Career/Vocational Education Content and Performance Standards amended on November 5, 2013 shall be fully implemented on or before the first day of the 2016-2017 school year.

(ix) Wyoming Fine and Performing Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, ~~and~~ amended on November 19, 2008, and amended on May 8, 2013.

(A) Wyoming Fine and Performing Arts Content and Performance Standards amended on ~~November 2, 2012~~ May 8, 2013 shall be fully implemented on or before the first day of the 2016-2017 school year.

(b) The above-referenced content and performance standards are available at the Wyoming Department of Education website at edu.wyoming.gov, or are available at cost from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming, 82002.

(c) The above-referenced content and performance standards dated ~~November 19, 2008,~~ ~~and~~ September 23, 2011, ~~and November 2, 2012~~ May 8, 2013, and November 5, 2013 are the most current editions.

(d) The above-referenced content and performance standards do not include any amendments to or editions of the standards since the effective date of this rule.

Wyoming Department of Education

Chapter 10

Wyoming Content and Performance Standards

Section 1. Authority.

(a) These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 (as amended - 2002)[W.S. 21-2-304 (a) (i) (ii) (iii) and (iv)].

Section 2. Applicability.

(a) These rules and regulations pertain to the uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b).

Section 3. Promulgation, Amendment, or Repeal of Rules.

(a) These rules and any amendments thereof shall become effective as provided by the Wyoming Administrative Procedures Act. (W.S. 16-3-101 through 16-3-115).

Section 4. Definitions.

(a) Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education. [W.S. 21-9-101 (b)(i)]

(b) Common Core of Skills. Skills each student is expected to demonstrate at levels established by the state board of education. [W.S. 21-9-101 (b)(iii)]. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.

(c) Content and Performance Standards. Standards which include the K-12 content and performance standards for language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education as established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii)]

Section 5. Wyoming Statutes.

(a) All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming.

Section 6. Wyoming State Board of Education Policies and Regulations.

(a) All public school districts, and the schools and personnel within those districts, must comply with applicable state board policies and regulations. (W.S. 21-2-304)

Section 7. Uniform Student Content and Performance Standards.

(a) Uniform student content and performance standards, including standards for graduation, are hereby incorporated by reference pursuant to W.S. 16-3-103(h) and include the following:

(i) Wyoming Language Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(A) Wyoming Language Arts Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2015-2016 school year.

(ii) Wyoming Mathematics Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(A) Wyoming Mathematics Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2015-2016 school year.

(iii) Wyoming Science Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003, amended on November 19, 2008, and amended on November 5, 2013;

(A) Wyoming Science Content and Performance Standards amended on November 5, 2013 shall be fully implemented on or before the first day of the 2017-2018 school year.

(iv) Wyoming Social Studies Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003, amended on November 19, 2008, and amended on November 5, 2013;

(A) Wyoming Social Studies Content and Performance Standards amended on November 5, 2013 shall be fully implemented on or before the first day of the 2016-2017 school year.

(v) Wyoming Health Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(A) Wyoming Health Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2015-2016 school year.

(vi) Wyoming Physical Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, amended on November 19, 2008, and amended on November 5, 2013;

(A) Wyoming Physical Education Content and Performance Standards amended on November 5, 2013 shall be fully implemented on or before the first day of the 2016-2017 school year.

(vii) Wyoming Foreign Language Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, amended on November 19, 2008, and amended on May 8, 2013;

(A) Wyoming Foreign Language Content and Performance Standards amended on May 8, 2013 shall be fully implemented on or before the first day of the 2016-2017 school year.

(viii) Wyoming Career/Vocational Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, amended on November 19, 2008, and amended on November 5, 2013;

(A) Wyoming Career/Vocational Education Content and Performance Standards amended on November 5, 2013 shall be fully implemented on or before the first day of the 2016-2017 school year.

(ix) Wyoming Fine and Performing Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, ~~and~~ amended on November 19, 2008, and amended on May 8, 2013.

(A) Wyoming Fine and Performing Arts Content and Performance Standards amended on May 8, 2013 shall be fully implemented on or before the first day of the 2016-2017 school year.

(b) The above-referenced content and performance standards are available at the Wyoming Department of Education website at edu.wyoming.gov, or are available at cost from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming, 82002.

(c) The above-referenced content and performance standards dated September 23, 2011, May 8, 2013, and November 5, 2013 are the most current editions.

(d) The above-referenced content and performance standards do not include any amendments to or editions of the standards since the effective date of this rule.